DOCUMENT RESUME

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TITLE	Role Concepts (Concepts in Social Studies). Description of Teacher Inservice Education Materials.
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ABSTRACT

The instructional materials and program described here are designed to increase the analytical ability of users in relation to role theory concepts. The program deals with sociological concepts of role conflict; conformity; consensus; and position, role, status, and identity. The concepts are to be presented in four separate filmstrips. Information is provided here on the purposes and content of the program as well as activities and resources. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: ROLE CONCEPTS (Concepts in Social Studies)

Publication Date(s): 1973. The material is copyrighted through 1979.

Intended Users: Students and teachers of social studies, elementary educators, and all who are interested in gaining better understanding of student behavior

Grade Level(s): The developer states that the program is intended for high school and college students and teachers. The describer feels that it is also adaptable to elementary inservice.

Number: Individual or group of approximately 15-20

Primary Focus: The material presented in the four filmstrips is designed to increase the analytical ability of users in relation to role theory concepts. The program deals with sociological concepts of role conflict, conformity, concensus and position, role, status and identity.

School subject(s) and/or inservice topic(s) covered:

The inservice topics covered in the product are inter- and intra-role conflict; four types of conformity; concensus and its four variations; and the meaning of position, role, status and identity and their interrelationships.

What participant does in using the materials:

The participants view a 15-minute filmstrip which details a sociological concept. The participants then engage in discussion of the material presented. The describer feels that one class session should be devoted to these activities. In the second session, the participants take a test on the material. This could be preceded by a review discussion. This testing/discussion process is implemented for each unit.

Resources:

An instructor who is familiar with the sociological theories of role interaction is needed. A room, with a capacity of 15-20 people, and which is equipped with a filmstrip projector and cassette player, must be available. The describer feels that if all four units are used, at least 8-16 hours of class time is needed to complete the program effectively.

Describer critique:

This product is straightforward and objectively presented. Its success depends greatly on the creativity of the instructor and his/her ability to adapt the program to the needs of the participants, especially if it is used by elementary teachers as a tool for evaluation of student behavior.

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1.0 PURPOSES:

Rationale

The developer explains the focus on role concepts as a way of offering "an interdisciplinary approach to an exploration of social behavior as it relates to social stability and social change. The cluster of role theory concepts selected for protocol development includes concepts that are common to several social science fields and are readily applicable in specific areas of study."

Goals

Dr. Woodley, the developer, states that the goal of Role Concepts "is to promote the ability to deductively analyze abstract concepts . . . by specifying the behavioral attributes of such concepts."

Objectives

The general objectives stated in the Instructor's Guide are:

"1. To convey the definitional and analytical meanings of the role concepts.

"2. To aid students in recognizing the existence of the abstract concepts in concrete behavioral situations.

"3. To promote the ability of . . . students to analyze social situations in terms of the role concepts."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product consists of four filmstrips, each of which is accompanied by a sound cassette tape.

"Role Conflict" - 15 minutes - defines conflict and interconflict and intra-conflict. Three examples are given for each.

"Conformity" - 15 minutes - defines and gives examples of four types of conformity.

"Concensus" - 15 minutes - deals with the four aspects of concensus using a contemporary issue in play form.

"Position, Role, Status, Identity" - 15 minutes - defines these four terms and their relationship to each other.

Sequence

The developer implies that each filmstrip can stand on its own. The describer feels that if all four filmstrips are used, the filmstrip, "Position, Role, Status, Identity" should be shown after the other three have been viewed.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *in*service activities:

The participant views the filmstrip and takes notes on the information presented. The instructor leads a discussion aimed at clarifying the materials. If s/he desires, the instructor administers the test for the unit. The procedure remains the same for each unit.

Although there are no guidelines for the pacing of the program, the describer feels that one unit per two-day session should be covered; one session for the viewing of the filmstrip and discussion on the presentation, and one session for a review discussion and test.

3.2 Help given in use of product:

An Instructor's Guide is provided with the product. It includes a brief description and specific objectives for each filmstrip, information on the field tests, and a criterion test (to be administered after each unit).

The instructor of this program must have a familiarity with the concepts presented and have the ability to adapt and integrate this product to fit the needs of the participant.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are tests to be taken for each filmstrip. The instructor must administer these tests and grade them; no answer keys are provided.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The describer feels that at least 8-16 hours are needed to successfully complete this program. If the product is presented in a group, a room capable of holding 15-20 people which is equipped with a filmstrip projector and a cassette tape player is needed. An instructor who is familiar with the program content is needed for course implementation.

5.2 Distributor name/address:

National Resource and Dissemination Center
University of South Florida
Tampa, Florida 33620

(813) 974-2875

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
ROLE CONCEPTS				
total price	$85.00			
includes four filmstrips/cassettes:				
"Role Conflict"	$25.00		one	yes
"Conformity"	$25.00		one	yes
"Concensus"	$25.00		one	yes
"Position, Role, Status, Identity"	$25.00		one	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

According to the Instructor's Guide, Dr. Celeste Woodley was the director of the University Colorado Protocol Materials Development Project at Boulder, Colorado. Dr. Woodley states that the definitions and conceptual models presented in the program are based on works of leading sociologists and psychologists.

6.2 How developed and when:

The product is a result of the protocol project's move from producing material for inservice and preservice training to producing basic fields of knowledge. The staff narrowed the field of consideration to role concepts (see Rationale, page 3). This product was developed in 1972.

6.3 Evidence of effectiveness with users:

The manual provides results of field testing done with the program. According to Ms. Pat Anderson, who is in charge of product information for the distributor, the product had to have 80% effectiveness with 30% of the students in order to be considered a National Resource and Dissemination Center product.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product has the potential to increase one's ability to understand and analyze abstract role concepts. The describer feels that the program will be enhanced if the instructor adapts the material to the interests and needs of the particular group s/he is teaching, as there is some risk that the material may overwhelm the user. As is, the product needs much creative input from the instructor.

For elementary school teachers who use the product for analysis of classroom behavior, the instructor will need to help participants apply concepts to children, since most examples given pertain to adults. The color filmstrips are of fair quality, although the acting is at times weak. The filmstrip on conflict lacked appropriate narration.

Content accuracy/social fairness/community acceptance issues:

The information presented appears to be accurate. The examples given in the filmstrips span all race, age, and economic groups. Particularly good are the examples given in the filmstrip, "Conflict." The objective and analytical approach excludes the possibility that the material will be found controversial.

Overall summary/comment:

Although the acting is at times poor, the examples effectively illustrate the concepts presented. Without the examples the product would be less effective in helping users to retain the ideas and concepts presented. The success of the program will depend greatly on the ingenuity of the instructor.

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